DOCUMENT RESUME

ED 378 889 HE 028 039

TITLE	Community Service Activity by Western Washington University Students: Its Extent, Nature, and Impact on the Surrounding Community. Technical and Research Reports.
INSTITUTION	Western Washington Univ., Bellingham. Office of Institutional Assessment and Testing.
REPORT NO	TR-1994-05
PUB DATE	94
NOTE	20p.
AVAILABLE FROM	Office of Institutional Assessment and Testing, Western Washington University, Bellingham, WA 98225.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Graduates; College Students; Community Programs; *Community Services; Educational Opportunities; Graduate Surveys; Higher Education; *Incidence; Participant Satisfaction; *School Community Relationship; State Universities; Student Attitudes; Student Participation; *Student Projects
IDENTIFIERS	Community Service; *Service Learning; *Western Washington University

ABSTRACT

To document the extent and nature of community service activity by Western Washington University students, a survey was conducted of 1,513 individuals who received a bachelor's degree between Fall 1992 and Summer 1993. Almost half the students had participated in community service activities. These activities included internship experiences, service learning experiences that were course projects, and non-academic service projects. Most common service learning activities were in the social, health, and mental health services; other activities included volunteering in educational settings, on campus, or working for environmental goals. Students engaged in about 4,600 episodes of volunteer service during a typical school year. Most variation in rates of course-based service learning was explained by the different opportunities provided by different major fields. Individuals who volunteered more often were, typically, women, those whose goals emphasized service to society, and those whose goals did not emphasize income levels. Graduates felt that their service learning activities were extremely valuable in providing new awareness and personal self-improvement. The great majority of service learning participants felt that the university should "definitely" or "probably" increase community service opportunities. (JDD)

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ED 378 889

Community Service Activity by Western Washington University Students: Its Extent, Nature, and Impact on the Surrounding Community

Report 1994-05

TECHNICAL and RESEARCH REPORTS

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WESTERN WASHINGTON UNIVERSITY

OFFICE of INSTITUTIONAL ASSESSMENT and TESTING
WESTERN WASHINGTON UNIVERSITY BELLINGHAM, WASHINGTON 98225

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This Study was requested by President Karen Morse shortly after she arrived at Western and is published on September 19, 1994, the day of her installation ceremony. President Morse titled her installation day "Celebrating Learning at Western." This report, celebrating one type of learning at Western, is dedicated to President Morse with wishes for a long, successful presidency.

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Notes on Method

During Winter and early Spring quarters of 1994, Western conducted a survey of the graduating class of 1993—all those individuals who received a bachelors degree during the four quarter period, Fall, 1992 through Summer, 1993.[1] The sample was identified from Registrar's files, and the most current addresses were provided by the Alumni Office.[2] A total of 2219 students graduated with a bachelors degree during this period. All were sent questionnaires through the mail and, if necessary, up to three reminders. A total of 1513 (68.2%) were located and responded. The survey was long, giving Western valuable information on a variety of topics. Completing the form therefore represented some effort on behalf of quality for future students at Western. We appreciate this gift by each graduate who responded.

This report is written with a wide audience in mind. Statistical tests are not presented, and some technical issues are glossed over. Any reader who wishes more detailed technical information will receive it upon request. With a sample size of 1513, the typical 95% confidence interval margin of error is about 2.5% around any percentage figure reported for the entire sample. Where a subsample is analyzed, reducing the number of cases and increasing the error, the approximate error will be mentioned in a footnote.

Self-administered surveys are particularly subject to response bias: those who are more cooperative and more positively oriented to educational matters typically respond more often than others.[3] One element of preparing the survey data for analysis was to identify possible biases produced by selective non-response. We tested for different response rates on the parts of men vs. women, different ethnic groups, different age groups, individuals with higher or lower grades at Western, and for graduates with different majors. Although response rates were similar for all these groups, some differences were significant enough to require correction. Women responded more often than men, as is typical for such studies (73.1% response vs. 61.4%). Black and Hispanic Americans responded somewhat less often than others, and foreign nationals responded considerably less often (43.5%), largely because of the greater difficulty contacting them. Also, while 60.1% of those with Western GPAs under 3.0 responded, the response rate increases to 70.3% for GPAs between 3.0 and 3.25, 76.9% for those above 3.25. Some differences also appeared between major fields, but these were accounted for by gender and GPA differences.

The effect of differential response rate is that samples include a different mix than the entire population. For example, 62.6% of our completed sample, but only 58.4% of the entire class of '93, are female. If men and women respond differently to any of our questions, our reports would be slightly in error if we did not correct for this bias. The correction involves adjusting the sample by giving greater relative weight to responses from the underrepresented group to ensure that the mix of respondents matches that in the entire class of '93. In the ensuing report, these adjustments were made wherever results would have been different without them.

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[1] Nearly 100 students received teaching certificates, but no bachelors degrees during this period. These were not included in the sample. The 403 who received Maters degrees are described in a separate report.

[2] Thanks to Steve Labree for providing the sample and for providing Registrar's summary data files for each ember of the sample. Thanks to Donna LeBlonde for providing updated address information on the sample.

[3] When funds allow, Western's surveys include phone follow-up of hard-to-reach graduates, which moderates the non-response problem. In this instance, funds were too limited to allow the telephone component of the survey.

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Executive Summary

At the request of President Morse and the Student Employment Center's Community Service/Volunteer Program, Western's 1994 alumni survey documented the extent and nature of community service activity by Western students, both as part of their course work and as non-course-based volunteer activities. We refer to these activities as "service learning." We also measured students' impressions concerning the value of their service experiences and estimated the impact of students' community service activities on the Bellingham and Whatcom County communities. Findings are based on responses by 1513 of the 2219 graduates in the Class of '93.

Asked whether they had ever participated in "any community service activities...either as part of a course, part of a group, or individually...that assisted the public or a non-profit organization...." almost half (48.9%) responded in the affirmative. Just over one-fourth (25.8%) report one or more *internship* experiences included under the service learning heading. Slightly more (27.0%) report one or more service learning experiences that were course projects or assignments. On the non-academic side, 23.6% participated at least once via their roles as students, with a student group or organization, but not for credit. About one-third (32.6%) report volunteering at least once in "any other" (non-campus) community service during their time at Western.

Some students are extremely active volunteers. The great majority (88.1%) of students who report any service learning report at least two episodes. Fully 14.2% of the sample (29.0% of those who engaged in any service learning) report five or more separate episodes. On the other hand, we estimate that in any one year, only one in eight Western students participates in any form of service learning, academic or non-academic in origin.

The most common service learning activities are in the social, health, and mental health services, where 54.7% of those with any service learning experience volunteered at least once. Those services included work for programs that serve the sexually abused or battered, the aged, children, those in crisis, those with disabilities, the homeless and hungry, as well as work in ethnicity-related programs, family planning , health-related, and mental-health related services. Another 23.8% worked at least once in children's educational settings such as volunteering at schools or at camps, tutoring, and coaching. One in seven (14.4%) volunteered on campus. Another 13.4% volunteered at least once to work for environmental goals. Others volunteered for religious organizations, community events, literacy, the arts, the legal system, and political causes. A list of the specific organizations for which the Class of '93 volunteered is included in the full report.

Extrapolating from survey responses, we estimate conservatively that during a typical school year, Western students engage in about 4,600 episodes of volunteer service learning activity. Just under half is based in courses, either as internships or as projects within a course. The report analyzes which students volunteer most often. Findings include the following conclusions: most variation in rates of course-based service learning is explained by the different opportunities provided by different major fields; students who volunteer often are perhaps slightly more serious about their education and are more oriented to learning than to credentialling; that women engage in more service

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learning; that those whose goals emphasize service to the society volunteer more often, and that those whose goals emphasize income levels volunteer less often.

Asked how valuable their service learning activities were, graduates respond extremely positively. Four dimensions of possible value were specified. For two, "providing new awareness" and "improving you as a person," nearly three-fifths (58.4% and 58.3%) answered "very" valuable, one of the most positive set of responses to any question our surveys ask about Western. Asked about the possible value of "providing career-related skills," 44.0% said "very," while 15.5% said "not at all." For course-based service learning activities only, the percent who say "very" rises to 47.2%. This finding is worthy of special note because students consistently give low ratings to departments' advising concerning careers. Finally, 41.7% say their service learning activities were "very" valuable at "improving your educational experience at Western, overall."

The more service learning activities each graduate reports having participated in, the more value s/he ascribes to the experience. In addition, the great majority of service learning participants say Western should "definitely" (64.7%) or "probably" (29.1%) "...increase opportunities to combine community service activities with course work." Among students who did not participate in any service learning activities while at Western, a smaller majority support expanded opportunities, with 38.8% saying "definitely" and 46.4% saying "probably."

Introduction

At the request of President Morse and the Student Employment Center's Community Service/Volunteer Program, a series of questions on *service learning* was included in our 1994 alumni survey.[1] The major goals of these questions were to document the extent of service learning at Western and to describe the nature of that service. In addition, we gathered students' impressions concerning the value of their service experiences and factors that limited the amount of service learning they experienced while at Western.

Defining the precise limits of terms like *service* and *learning* is impossible. The survey oriented respondents by offering a broad definition of service learning and then following with a question asking for specific activities in which respondents had participated while at Western. The definition included activities that grew out of the academic context as well as other on- or off-campus volunteer activities. The question asked:

> "While at Western, did you ever participate in any community service activities of any type, either as part of a course, part of a group, or individually? (Please include any activity that assisted the public or a non-profit organization, even if your main reason for engaging in the activity was for credit or experience, rather than service)"

Almost half (48.9%) of those in the class of '93 who answered this question responded in the affirmative. This report offers some comparisons between students who did and did not participate in service learning activities, but it primarily addresses the activities and perceptions of the half who did participate.

How Much Service Learning and What Types?

Figure 1 offers some detail concerning the service learning activities by the class of '93. A similar number of students participated in service learning experiences as part of their academic lives at Western (i.e., experiences based in a course) and as volunteer activities outside of courses. Just over one-fourth (25.8%) report an *internship* experience included under the service learning heading. Slightly more (27.0%) report a service learning experience done as a project or assignment in a course. On the non-academic side, 23.6% participated via their roles as students, with a student group or organization, but not for credit. About one-third (32.6%) report participating in "any other" (non-campus) community service during their time at Western. Those experiences are included in this analysis because they formed a part of students' cumulative experience while at Western. In addition, the community benefited from their service activities whether campus-based or not, given that few Western students would live in Bellingham if not for their attendance at Western.

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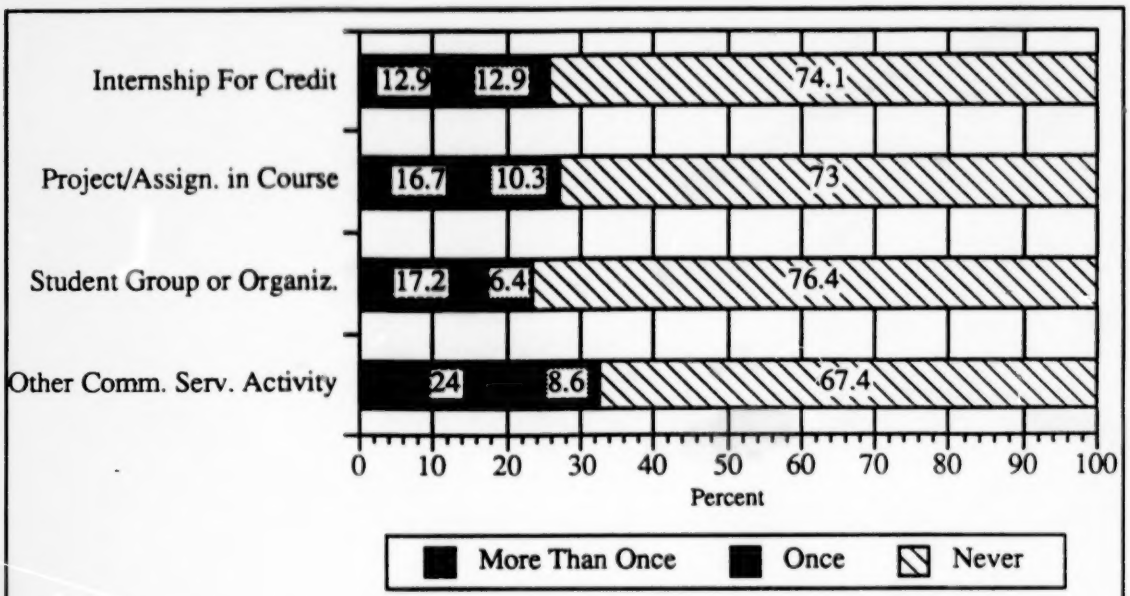
[1] The Student Employment Center underwrote the cost of data collection and data entry. The construction of questions, analysis and write-up are provided by the Office of Institutional Assessment and Testing.

Figure 1. How Often Students Participated in Academic and Non-Academic Community Service Activities, WWU Class of 1993*



*Q34. How often, if ever, did you participate in each of the following community service activities? a) An internship for credit; b) As a project or assignment in a course; c) As part of a student group or organization, but not for credit; d) Any other community service activity.

There is considerable overlap among types of service activities shown in Figure 1. Combining the two academic categories, internships and course projects, finds 35.2% having participated in at least one such service activity while at Western, with 26.0% in at least two, and 8.1% reporting four or more different activities. Similarly, combining the two non-course based types of service activities shown in Figure 1 finds 38.9% participating in at least one such activity, 31.0% in at least two, and 11.3% in at least four. Combining all four types of activities in Figure 1 locates a sizable group of highly active volunteers on campus: 14.2% of our sample report having participated in at least five different service activities while at Western.

Estimating Impact on the Local Community

We can attempt to estimate the impact of students' service on the local community, but doing so requires some assumptions concerning the participation rates of non-respondents and how the class of '93 generalizes to the entire student body.

- Having adjusted the sample brings it closer to representing non-respondents as well as respondents, and we know from previous studies that non-respondents differ from respondents much less than one would naively assume. It nevertheless seems likely that survey non-response and service learning non-participation are correlated. For purposes of calculation, this reports will set the participation rate of non-respondents at 80.0% that of respondents, presumably erring on the conservative side.

- We also know from students' reports of the organizations in which they volunteered time that just under 5.0% volunteered outside the local Whatcom County area. To estimate impact on the local area, we should therefore slightly reduce the estimates generated from total participation among the class of '93.

- The class of '93 constituted just over one-fourth (25.9%) of the 1993 undergraduate student body at Western: 2,219 of 8,582 [2]. On the other hand, the average number of quarters the class of '93 was enrolled at Western was 11.1--just under four academic years[3]. Assuming that service learning experiences are distributed relatively evenly across years at Western (addressed later in the report), we can use these two figures to estimate the annual service learning of all Western students. The figures we have represent 3.71 academic years' activities by 25.9% of the student body. The *annual* activity rate for *all* students can therefore be estimated as the rate for the class of '93 multiplied by 1.04--i.e. increased by 4.0%. This increase is almost precisely offset by the 5% downward adjustment to eliminate service learning outside the local area, producing an estimated adjustment of approximately 1.0--no change. This report will therefore equate the service learning activities of one cohort, the class of '93, over its lifetime enrollment at Western with the total service learning activities of the student body in any given year.

Based on these assumptions, Western students' annual service learning activities in the local community equals the service by our sample plus 80.0% of that rate for non-respondents. Based on these assumptions, the number of Western students who engage in at least one service learning activity (defined broadly) was 1073 in 1993. Some of this activity was on Western's campus and most off-campus; some was very brief, and some carried over multiple quarters. The 1073 figure represents our best, and somewhat conservative, estimate of the number of Western's *undergraduates who engaged in at least one service learning episode locally in one year.*

Since most of those who report any service learning activity report multiple episodes, impact on the local community is much greater than the number of students involved. The survey asked whether each student had engaged in each of four distinct types of service "never," "once" or "more than once." To estimate total episodes, this report will use the value of 2.5 for "more than once," preferring to err on the conservative side. Using this approach, we can calculate the likely *minimum* number of episodes of service learning by Western students in a given year. Table 1 displays the calculations and result.

A conservative estimate of the number of service learning episodes generated by Western students in academic year 1993 is 4,635. While the impact of various episodes differs, the number is substantial by any reckoning. On the other hand, it represents barely one episode per two students per year, and a disproportion is carried by especially active students. For example, among those who engaged in at least one episode, the most active 49.2% (those reporting 4 or more episodes) accounted for 72.8% of all episodes. The handful who report ten ore more episodes while at Western (62 students, 2.8% of the class of '93) generated at least 13.4% of all service learning.

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[2] In Spring, 1993, when more than half of the class of '93 graduated.

[3] Average elapsed time was greater because of leaves, but enrolled time seems the most appropriate for this analysis.

In short, the presence of Western students presence has a marked impact on the local community, while at the same time the proportion of Western students who engage in service learning activities presumably could be greater.

Table 1. Estimated Local Service Learning Episodes per Year by Western Students in 1993*

Episodes per Student	*Number of Students*	*Number of Episodes*
one	128	128
2-3.5	417	1131
4-6.5	333	1736
7-10	195	1640
TOTAL	**1,073**	**4,635**

* Based on the assumptions and calculations described above.

Specific Service Learning Activities

One purpose of this research was to *identify* the volunteer or course-based service learning activities undertaken by Western students. We asked students to indicate up to two specific service learning activities in which they engaged most recently, and also to indicate what organization they worked for, if any. Table 2 displays the types of activities that were reported, grouping similar activities into categories, in order to make the data accessible, while specific enough to be informative. Table 3 lists specific organizations for which students volunteered.

Table 2 indicates broad categories of activity in the order of their frequency, with more specific activities within each broad category sorted alphabetically. Figures shown in Table 2 represent the percent of all those who performed any service learning activities who listed the type of service in question. Since each student could list "up to two community service activities you participated in while at Western," the table totals to more than 100%. More than half (57.2%) of students listed two activities, bringing the total percent to 157.2%.[4] By far the largest two categories are Social, Health and Mental Health services, where 54.7% report volunteering at least once, and Child/Educational Services, with 23.8%. The range of activities within these categories is large. Some activities included could be brief, but many involve formal training by the organization and a substantial commitment of time. One in seven students reports at least one activity that is campus-based. About the same number engaged in environment-related activities.

Some of the activities listed in Table 2 illustrate the breadth of the definition of service learning used here. While participation in religious groups or working for political parties might not be considered by some to fit the definition of service learning, the Western graduates who listed these activities felt that they fit. Each reader may decide which of the activities included in Table 2 they consider service learning activities.

[4] Percentages in this table are based on 647 valid cases.

Table 2. Service Learning Activities, WWU Class of 1993

SOCIAL, HEALTH & MENTAL HEALTH SERVICES	**54.7**
Abuse related (e.g. child abuse program, women's shelters, Rape Relief)	4.6
Aging related (e.g. visit elderly; assist at assisted care homes)	3.2
Child services other than abuse or educational (e.g. Coalition for Child Advocacy)	2.8
Crisis services (e.g. crisis line; suicide prevention; "Family Intervention")	5.1
Disability-related services, children and adults	6.3
Ethnicity related activities (e.g. Native American Pow-Wow; Black Student Network)	2.5
Family planning (e.g. Planned Parenthood)	0.9
Health-related services	5.7
Homelessness-related services (e.g. Lighthouse Mission)	4.2
Hunger-related services (e.g. Food Bank)	6.6
"Other" mental health related services (e.g. counseling)	1.4
"Other" social service agency work (e.g. Catholic Community Services; Opportunity Council)	7.1
"Other" support (e.g. Big Sister/Brother; companion; referrals)	4.3
CHILD/EDUCATION (not child social services)	**23.8**
Athletics (coaching at schools or little league)	4.5
Camps, other special programs for kids	2.5
Day care/pre-school	1.7
Kindergarten through High School, volunteer (other than athletic)	7.6
Tutoring (general--not specifically K-12/adult education)	3.9
"Other" children/educational	3.6
WWU ON-CAMPUS ACTIVITIES	**14.4**
Activities related to academic departments	5.3
Activities related to student life (e.g. advising; Summer Start)	4.3
A.S., other student organizations	2.5
Residence Halls	1.2
Special programs (e.g. Smart Program; LINK)	1.1
ENVIRONMENT/ANIMALS	**13.4**
Conservation Group, organization, or office (e.g. Sierra Club)	3.2
Research/educational activity (e.g. environmental impact statement)	3.9
Outdoor activity (e.g. clean up, planting)	2.8
Animals or fish related	2.9
"Other" environmental (e.g. oil spill)	0.6
RELIGIOUS	**11.2**
Membership, participation in religious groups	10.0
Social or mental health service explicitly religious	1.2

Table 2. (Continued)

LOCAL COMMUNITY	**5.3**
Community events (e.g. Ski-to-Sea)	4.0
Emergency situation (e.g. help filling sandbags/volunteer fireman)	1.3
LITERACY/ARTS/MUSIC/LIBRARY	**4.6**
Arts related (e.g. museum)	2.6
Music related	1.2
Literacy related (e.g. library)	0.8
LEGAL SYSTEM	**3.4**
Attorneys/courts (e.g. public defender, probation, corrections)	1.4
Drug or alcohol awareness/prevention	1.2
"Other" (e.g. police, Federal)	0.8
FUND RAISING	**3.4**
Making requests of individuals (e.g. phone-a-thon)	2.3
"Other" fund raising (e.g. writing grants, lobbying)	1.1
POLITICAL	**2.4**
Political party-related or election work, etc.	1.2
"Other" political (e.g. voter registration; city council)	1.2
VOLUNTEER (no further description)	**10.0**
INTERNSHIP (no further description)	**5.4**
"OTHERS" (unique or uncodable)	**4.9**
TOTAL (N)	**157.2 (647)**

Table 3 adds further specificity. Most, but not all, of the students who listed specific service activities also indicated the name of the organization they worked for Table 3 lists those organizations, along with the percent of respondents who listed each particular organization.[5] We hope that this list may assist the Community Service/ Volunteer Program, as well as students looking for internships or other volunteer activities and the departments that advise them. Table 3 is divided into on- and off-campus organizations and into organizations where more than 2.0% of respondents volunteered, between 1.0% and 2.0%, and less than 1.0%. Given our estimates of service learning activities, 1.0% of respondents represent approximately five members of the class of 1993. Figures should not be interpreted this precisely, since they are extrapolated from the sample of those who listed an organization, but they give the reader some indication of Western students' relative levels of involvement with each organization.

[5] Percentages are based on a total of 447 respondents where listed at least one organization. Of these, 38.4% listed two organizations, so that the percentages in Table 3 total to 138.4%.

Table 3. Listing of Local Organizations

ORGANIZATIONS ON CAMPUS	Percent*
W.W.U.--general	9.9
Freshman Orientation	0.4
Asia University American Program (AUAP)	0.4
ASP Films	0.2
College Republicans	0.4
Disabled Student Organization	0.4
Klipsun Magazine	0.2
KUGS Radio WWU Campus	0.8
Lesbian Gay Bisexual Alliance	0.4
LINK	1.3
Residence Hall	1.2
Student Hall Council	0.4
V.U. Gallery	0.6
Western Front Newspaper	0.2
Wilson Library	0.2
Total On Campus Organizations	**17.0**
OFF-CAMPUS COMMUNITY ORGANIZATIONS	
Organizations Where More Than 2% Volunteered*	
B'Ham Parks and Recreation	4.2
"Bellingham School District" (Bellingham H.S., Sehome H.S., Elementary Schools)	4.1
Big Brothers/Big Sisters	2.5
Inn Ministries	6.9
Northwest Youth Services	2.9
Opportunity Council	2.1
Special Olympics	2.9
St. Joseph's Hospital and Rehab	2.9
U.I.T.A.	2.9
Whatcom County Crises Center	4.4
Womencare Shelter	3.4
YMCA	4.0
Organizations Where 1%-2% Volunteered*	
American Heart Association	1.7
Boys and Girls Club	1.9
Campus Christian Fellowship	1.7
Catholic Community Services	1.0
"CITY OF...." (B'ham, Ferndale, Lynden...--in Whatcom Co.)	1.0
Coalition for Child Advocacy	1.0
Collegiate Kiwans International. Circle K	1.3
D.S.H.S.	1.0
Greater Ecosystem Alliance	1.9
Headstart	1.5
Puget Sounders	1.0
Rainbow Coalition	1.0
Shalon Center	1.0
Sun Community Services	1.0
Whatcom Connections	1.0
Whatcom Museum of History/Art	1.7
Younglife	1.3

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Table 3. (Continued)

All Other Organizations	Percent*
4-H	0.2
A.C.L.U.	0.2
Alzheimer's Association	0.2
American Cancer Society	0.4
Amnesty International	0.2
Andrew Pekema Scholarship Fund	0.2
B'Ham Community Childcare Center	0.4
B'Ham Festival of Music	0.2
B'Ham Food Bank	0.6
B'Ham Police Department	0.2
B'Ham Public Works Dept.	0.2
B'Ham Rain forest Action Group	0.2
B'Ham Senior Center	0.6
Boy Scouts	0.8
Community Action Agency	0.2
E.V.C.C. (Everett)	0.2
Early Childhood Opportunities NW	0.2
Family Foundation	0.2
Green Party Organization	0.2
Group Health Cooperative	0.2
Humane Society	0.8
Knights of Columbus	0.2
Lighthouse Mission	0.8
Lydia Place Women's Shelter	0.4
Multiple Sclerosis Walk-a-Thon	0.2
National Organization for Women (NOW)	0.2
Naval Air Station	0.4
NW Aids Foundation	0.2
NW Burn Foundation	0.2
Puget Sound Power and Light	0.2
Red Cross	0.6
Salvation Army	0.4
SeaMar Counseling	0.4
Seattle Aquarium	0.4
Snohomish School District	0.4
Society for Creative Anachronism	0.2
Substance Abuse Prevention Center	0.8
Tacoma Art Museum	0.2
Team USAble	0.2
U.S. Fish and Wildlife Service	0.2
United Way	0.4
Washington Poets Association	0.2
Washington State Games	0.8
Whatcom County Pregnancy Center	0.4
Whatcom Hispanic Organization	0.4
Whatcom Literacy Council	0.8
Whatcom Symphony Orchestra	0.2
Whatcom Transportation Authority	0.2
Whatcom Watch Organization	0.2
YWCA	0.6
Zion Lutheran School	0.2
Total Off Campus Organizations	**85.8**
"OTHER" n.e.c.	**35.6**

***Percentages based on all respondents who reported organizations, n=477.**

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Who Engages in Service Learning Activities?

Some information is available from our survey and from Registrar's files concerning which students engage in service learning and which do not. Possible influences on participation rate were tested using multiple regression techniques that estimate the unique level of influences exercised by each of a set of variables. The technique is particularly useful because it eliminates overlapping influences, picking out only those factors most likely to have a direct influence on participation and estimating their levels of influence uniquely, aside from possible overlaps or "shadow effects" from other influences. Findings are reported informally, without coefficients, etc.

The analysis tested a wide range of possible influences on participation, including gender, age, ethnicity, GPA, entry to Western as a freshman vs. transfer, hours of employment during school, hours spent in homework, various competing reasons why one's major was chosen, value orientations to higher education, how demanding and challenging courses at Western seemed, whether professors seemed outstanding or poor, educational aspirations in high school, high school GPA, and which academic department each person majored in. Analysis of what explains participation in course-based activities is separated from analysis of what explains non-academic service learning activities.

It should be the case that participation in course-based service learning is explained largely by which major a student chose and why the student decided on that major. Nearly all opportunities for course-based service learning will occur during the major. That is, in fact, what the analysis of course-based service learning shows. The analysis was able to explain 29.6% of the variation in whether, and how often, graduates of the class of '93 had participated in course-based service learning. Most personal background and value orientation variables had no explanatory value. Women engaged in more episodes of course-based service learning, as did those who had higher educational aspirations when in high school. Beyond those factors, the only explanatory power we have concerns the major. Those who chose their majors more to contribute to society or to improve their selves (as opposed to valuing job opportunities or income, liking the work, grades in the field, or being able to gain access to the major) participated in more episodes. It seems reasonable that an orientation to contribute to the society would produce more service learning episodes. It is also interesting that students with higher educational aspirations and those wishing to improve themselves would participate more often. These orientations differ from the most vocational orientations to degree and income, but they show no lack of seriousness about traditional education. Similarly, service learning participation is unrelated to hours of homework, number of quarters to receive a degree, GPA, or other indicators of seriousness. This is worth noting because course-based experiential learning is always subject to some criticism as not properly serious or demanding.

In addition, participation in course-based service learning was much greater among students who majored in Physical Education/Health/Recreation, Education, Human Services, Fairhaven, and Huxley, and "somewhat" greater among majors in Journalism, Communications, Psychology, and Art.[6] These departments all produced

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[6] For very small departments, the sample of majors is too small to allow an adequate test. This list therefore represents departments that were large enough to test and that produced higher levels of participation than otherwise predicted.

greater participation in course based service learning than would be predicted on the basis of students' gender, aspirations, and reasons for choosing the major.

The analysis of non-course-based service learning looks quite different, as should be expected. Here, we are tapping primarily the motivational set that leads students to volunteer their extra-curricular time, either with on-campus student organizations or off-campus organization. In this case, the analysis can explain only 16.7% of the variation in service episodes, and we find much less difference by department. Instead, a variety of individual characteristics or experiences each have a very small ability to explain who participates.

Value orientations to education and a major offer some explanation. Those who attend university more "to learn a great deal" than "to obtain a degree" volunteer more time. Those who choose the major for the income levels in the field volunteer less often; those who chose the major for job opportunities in the field or to contribute to the society more often volunteer.

Background characteristics also explain some differences in volunteer episodes. The more hours students were employed during their first year at Western, the less often they volunteered. Women volunteered more often. Those who entered Western as Freshmen volunteered more often , although the difference applies only to on-campus student organizations, not to other volunteer activities. Those with higher educational aspirations in high school also volunteered more often than others.

Finally, three indicators of academic quality are associated with the number of volunteer episodes. One is positive--the statement, "I took courses from some Western faculty who were so outstanding that they have had a special impact on my life," is agreed to more often by those who volunteer more often. The other two are negative. Students who agree that "Professors at Western expect you to think, not just memorize" volunteer less often, as do those who disagree with the statement that "Not many Western students take learning seriously or seek out intellectual challenges."

In addition to these factors that attach to the individual, some departments generate a larger number of non-academic volunteer episodes than expected on the basis of the individual backgrounds and orientations of their students. These are Human Services, Political Science, Physical Education/Health/Recreation, History, and Fairhaven.

While no single principle emerges from these findings on non-academic service learning, some generalizations are suggested. Volunteerism is greater among students more oriented toward learning and experience than toward credentialling (degrees and income). Individuals serious about their educational goals but not satisfied that *most* Western professors and students are oriented to educational challenge volunteer more. These students are not entirely negative about Western, however; they *more* often praise "some Western faculty" as "so outstanding they had a special impact on my life." In addition, women volunteer more, as predicted by the larger gender-based culture, and those who work more hours volunteer less, as expected on the basis of competing time needs.

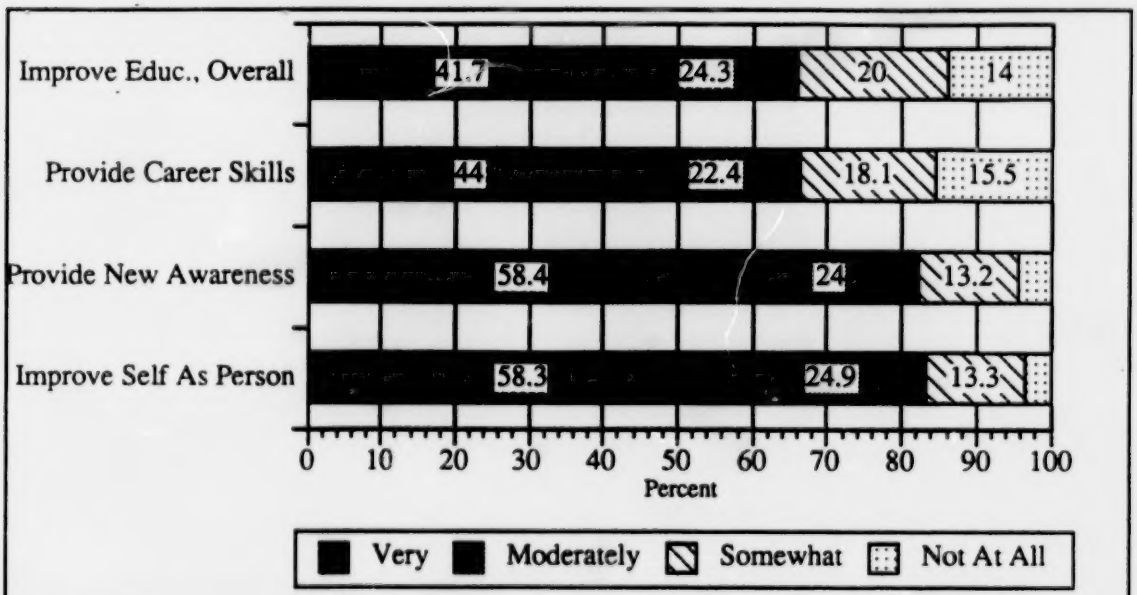
A series of questions asking for students' evaluations of their academic majors offers a supportive postscript to the analyses just summarized. Students who report more episodes of course-based service learning are much more highly satisfied with "the opportunities provided by your primary or only major at Western for ... pursuing internships or other experiential courses." They are also somewhat more satisfied with

departmental advising concerning careers and opportunities to pursue "challenging individual projects." Number of non-course-based service learning episodes, on the other hand, is not associated with any departmental evaluation.

Perceptions of the Value of Service Learning

Those in the Class of '93 who participated in any service learning activity were asked how valuable the activity was in four regards: improving the overall educational experience at Western, providing career-related skills, providing new awareness, and "improving you as a person and citizen." Those who engaged in service learning are overwhelmingly positive about the experience. (See Figure 2.)

Figure 2. How Valuable Was Community Service Experience While At Western, In each Regard Indicated Below, WWU Class of 1993*



*Q35. How valuable, if at all, was your community service experience while at Western, in each regard indicated below? a) Improving your educational experience at Western, overall; b) Providing career-related skills; c) Providing new awareness; d) Improving you as a person & citizen.

Nearly 60.0% of service learning participants report that the experience was "very" valuable in "providing new awareness" and "improving you as a person and citizen." While there were a few negative reports, these ratings are extremely positive as survey findings go. Graduates also placed great value on the degree to which these experiences improved the educational experience at Western and provided career-related skills, although in these instances 14-15.0% are "not at all" satisfied while 42-44.0% are "very" satisfied. It is intriguing that volunteer experience appears strongest in areas typically associated with GURs--providing new awareness and improving the person, as opposed to more skill oriented areas. Experiences such as internships are usually defended in terms of job skills or career awareness, rather than as personal growth opportunities.

Graduates' perceptions of the value of their service learning experiences become clearer if we specify the types of service learning they engaged in. This process is complicated by the fact that so many students participated in both types of service. We can, however, separate the 98 members of the sample who participated only in academic (course-based) service learning (the first two items in Figure 1) from the 169 who participated only in non-course-based community service, and the 387 who participated in both types. This division shows remarkably clear differentiation in the relative values ascribed to the experience. (See Table 4.)

Table 4. Value Ascribed to Course-based, Mixed type, and Non-Course-based Service Learning Experiences by the Class of 1993 , (Percent who say "Very Valuable" in each Regard Listed)

Valuable with Regard to:	*Course-based only*	*Mixed*	*Non-Course only*
Improving ed'l experience, overall	40.9	49.3	24.5
Providing career-related skills	47.2	53.2	21.4
Providing new awareness	50.7	63.4	52.7
Improvement as person and citizen	41.6	62.9	60.0
Number of Respondents	98	387	169

Table 4 reveals a clear and logical pattern: course-based service learning is seen as much more valuable to the educational experience and for career skills than non-academic service, while non-academic service is seen as much more valuable for improving as a person and citizen. The mixed type (at least one course-based and at least one non-course-based) confirms the pattern in that value is high as long as at least one of the service learning experiences was of the type appropriate to the value question asked.

Table 4 also shows the "mixed" service category generates slightly higher satisfaction than either of the others. This occurs because this category contains all of the most active participants, and multiple participation increases the perception of value. Wherever value is ascribed to participation in a service learning activity, greater value is ascribed to more episodes. A part of this may occur because students whose first volunteer experience was unsatisfactory do not as often undertake a second experience. However, satisfaction also increases between two and three episodes, between three and four, etc. At least for those who lean toward service learning activities, greater participation and the perception of greater value from participation go hand in hand. Presumably, placing value on community service increases the motivation to participate, which is again reinforced by the experience of participation.

It is especially interesting in this regard that a great deal of service learning is stimulated by course work and/or the milieu of particular departments. Presumably, students who do not like experiential learning or who do not value community service avoid such majors. Even so, the fact that perceived value increases with number of episodes takes on greater meaning when combined with the fact that a great deal of service learning is stimulated by the academic major and courses; rather than by the students' initial inclination.

The enthusiasm of participants for service learning is made obvious by their overwhelming affirmative answer to the question: "In your opinion, should Western increase opportunities to combine community service activities with course work?" Responses are displayed in Table 5. All but 6.5% of participants say yes, with two-thirds feeling definite about their support. In addition, support is very strong among non-participants.

Table 5. Students Opinions As To Whether Western Should Increase Opportunities To Combine Community Service Activities With Course Work (By Whether Or Not Students Had Participated In Activities)

Should Western Increase Opportunities for Activities ?	*Participated in Activities*	*Did Not Participate*
Definitely	64.7	38.8
Probably	29.1	46.4
Probably Not	5.4	10.6
Definitely Not	.8	4.2
Number of Respondents	632	521